**Unit Title:** Hard Love by Ellen Wittlinger

**Day Title:** Emotion Piece for Zine - Brainstorming & Drafting

**Lesson Outcome:**

Students will be able to:

* Draw on past experiences
* Brainstorm ideas for their Emotion piece
* Use descriptive words effectively
* Add metaphors and similes
* Utilize imagery
* Create a unique piece describing an emotion

**Standards:**

CE 1.1.2 - Know and use a variety of prewriting strategies to generate, focus, and organize ideas.

CE 1.2.3 - Write, speak, and create artistic representations to express personal experience and perspective.

CE 2.2.1 - Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning.

CE 2.2.2 - Examine the ways in which prior knowledge and personal experience affect the understanding of written spoken or multimedia text.

CE 3.2.1 - Recognize a variety of literary genres and forms and demonstrate an understanding of the way in which genre and form influence meaning.

CE 4.1.1 - Use sentence structure and vocabulary effectively within different modes and for various rhetorical purpose.

**Materials Needed:** emotion cards, tape, lined/unlined paper, writing utensil

**Launch:** Game - What Emotion Am I?

1. Break students into 3-4 groups using large card deck G1♠ G2♣ G3♦ G4♥
2. In each group, one student will be "it"
3. Place emotion card on this student's back
4. The student's classmates will give the student examples of when they felt this emotion or a physical characteristic that goes with the emotion. Ex. "My face gets red when I feel this emotion" or "I feel this emotion when my brother puts gum in my hair"
5. The "it" student guesses what the emotion is
6. If the guess is correct, another student becomes "it" and the process is repeated

*Possible Emotions*: Hate, Love, Broken-Hearted, Happy, Angry, Rejected, Sad, Scared, Lonely, Embarrassed, Frustrated, Depressed, Excited

**Learning Activity:**

Now that the students are thinking about when and how they feel emotions, they need to chose an emotion to write about. The object of the piece is to convey the emotion in writing without using the word or a synonym. The piece can be in any style i.e. poem, journal, comic strip, drama, etc..

Model my rough draft...

1. Just like the game you just played, I thought about times in the past that I felt my emotion. Then I made a list of my physical reactions.
2. I brainstormed ideas for good descriptive words - like wheezing, constricting
3. I also thought about imagery, metaphors, and similes

* It hurts to breathe, like having the wind knocked out of me
* forcing the air out of my lungs
* Wheezing
* My throat is tight, constricting.
* Baby anacondas curl around my neck, tightening their grip.
* My heart jack-hammers in my chest.
* like the Energizer bunny on speed
* beating so hard and so fast that the lub-dub of my heart morph together into a single buh-buh-buh-buh
* Taut muscles sing
* my body shakes and shivers
* My hands are slick with perspiration
* My feet feel glued to the ground
* Rigid, trembling
* Then I let loose a blood-curdling scream
* Over and over and over until my throat feels like sandpaper

Let the students get to work on their brainstorming and first draft.

Give them twenty minutes or so.

**Assessment:**

Have students respond to the following question:

"What went well or what was difficult about writing the Emotion piece?"

Have them turn this in with their draft